

| COMPONENT | OBJECTIVES | COMPETENCY |
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| <p><i>I Speaking Forums</i></p> | <ol style="list-style-type: none"> 1. <i>Orally interprets a poem of a maximum of 7 to 10 minutes in length.</i> 2. <i>Orally interprets a published prose selection of a maximum of 7 to 10 minutes in length.</i> 3. <i>Orally interprets a maximum 10 minute prose or dramatic selection with a partner.</i> 4. <i>Presents an impromptu speech of 3 to 5 minutes in length.</i> 5. <i>Presents a well-organized 5 to 7 minute informative speech.</i> 6. <i>Presents a well-organized 5 to 7 minute persuasive speech.</i> 7. <i>Presents a well-organized extemporaneous speech of 5 to 7 minutes.</i> 8. <i>Presents a 7 to 10 minute memorized original oration.</i> 9. <i>Understands the steps in problem-solving.</i> 10. <i>Participates in a formal group discussion using problem-solving techniques.</i> | <ol style="list-style-type: none"> A. <i>The student can demonstrate the ability to perform an impromptu, persuasive, extemporaneous speech, and an original oration.</i> B. <i>The student can demonstrate the ability to perform an interpretive selection including prose, poetry, and/or drama.</i> C. <i>The student can interact effectively in a formal group discussion.</i> |
| <p><i>II Verbal Communication (Voice and Diction)</i></p> | <ol style="list-style-type: none"> 1. <i>Uses pitch and inflection to improve vocal effectiveness.</i> 2. <i>Uses appropriate breathing, tone, and pitch.</i> 3. <i>Develops vocal range.</i> 4. <i>Demonstrates an ability to vocally interpret written material fluently, distinctly, and expressively.</i> 5. <i>Pronounces, articulates, and enunciates all words clearly.</i> | <ol style="list-style-type: none"> A. <i>The student can utilize the principles of voice production to enhance speaking activities.</i> |

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| <p><i>III Non-verbal Communication</i></p> | <ol style="list-style-type: none"> 1. <i>Recognizes nonverbal symbols and their importance in speech activities.</i> 2. <i>Distinguishes between effective and distracting nonverbal cues.</i> 3. <i>Makes valid inference from nonverbal information.</i> 4. <i>Incorporates and evaluates effective gestures, facial expressions, and body movement in speech activities.</i> 5. <i>Interprets the message of a speech.</i> 6. <i>Overcome barriers to effective listening.</i> | <ol style="list-style-type: none"> A. <i>The student can apply the elements of non-verbal communication to classroom speaking activities.</i> B. <i>The student can evaluate the use of effective listening skills.</i> |
| <p><i>IV Research</i></p> | <ol style="list-style-type: none"> 1. <i>Understands the structure and organization of information resources (i.e., indexing, Library of Congress classification system).</i> 2. <i>Accesses information in a variety of print and electronic resources.</i> 3. <i>Uses maps, pictures, graphs, tables, and schedules.</i> 4. <i>Evaluates the appropriateness of information.</i> | <ol style="list-style-type: none"> A. <i>The student can utilize multiple resources in the school's media center and community library resources in the planning of classroom speech and interpretation activities.</i> |
| <p><i>V Analysis/Reasoning</i></p> | <ol style="list-style-type: none"> 1. <i>Recognizes the labels fallacies in speaking activities.</i> 2. <i>Recognizes and labels the types of reasoning in all types of speech activities.</i> | <ol style="list-style-type: none"> A. <i>The student can identify and critique various kinds of reasoning and fallacies used in classroom presentations.</i> |

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| <i>VI Critique</i> | <ol style="list-style-type: none"> 1. <i>Establishes criteria for evaluating speech activities.</i> 2. <i>Understands the purpose of criticism and benefits from it.</i> 3. <i>Recognizes and identifies his/her weaknesses in speaking</i> | <p>A. <i>The student can evaluate his/her performance, as well as the performance of peers in speech activities.</i></p> |
| <i>VII Personal/Social Development</i> | <ol style="list-style-type: none"> 1. <i>Exerts a high level of effort.</i> 2. <i>Demonstrates a realistic and positive view of himself/herself.</i> 3. <i>Demonstrates friendliness, assertiveness, adaptability, empathy, and politeness in classroom activities.</i> 4. <i>Exhibits interest in what others say and do.</i> 5. <i>Exhibits civic personal and social responsibility.</i> | <p>A. <i>The student can apply the elements of appropriate peer behavior for classroom speaking activities.</i></p> <p>B. <i>The student can practice appropriate personal and peer behavior in speech activities in the school and community.</i></p> |
| <i>VIII Roles/Careers</i> | <ol style="list-style-type: none"> 1. <i>The student can identify five careers in which good oral communication skills are essential.</i> 2. <i>The student can present a three minute informative speech on a selected career.</i> | <p>A. <i>The student can explore and research career opportunities in oral communication.</i></p> |